

DD/A Registry

File Training 5-1

13 JUN 1978

Dear Bill,

Thank you so much for your very thoughtful memorandum covering activities in which you are engaged at the National War College (NWC). This certainly gives me additional insight into your use at NWC. It is evident that you are not only kept busy but are thoroughly enjoying the experience.

Your suggestion to convene a one-day meeting for various senior officers who will be serving on such faculties in the coming year appears to have merit. I would suggest you discuss this matter with Harry Fitzwater.

Again, thank you for the report.

Sincerely,

/s/ Jack

John F. Blake
Deputy Director
for
Administration

Mr. Wilfred D. Koplowitz
The National War College
Ft. McNair
Washington, D. C. 20319

STATINTL

Originator: [REDACTED]
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- 1 - DDA Chrono
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Reference: DD/A 78-2322; Memo to DDA; Subject: Misc. Activities
at the National War College/.6 June 78
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THE NATIONAL WAR COLLEGE

WASHINGTON, D.C. 20319

6 June 1978

MEMORANDUM FOR: DEPUTY DIRECTOR FOR ADMINISTRATION

SUBJECT: Miscellaneous Activities at The National War College

Attendance at Management Seminar

1. I attended an interesting seminar in Durham, New Hampshire in early May. It was held by the Center for Constructive Change. The seminar meets several times a year for three days and advances theories, concepts and techniques for managing organizations to initiate change (meaning improvement in performance). The technique is "goal oriented" rather than "problem oriented," but is not identical with Management By Objective.
2. Attached is a copy of the memorandum reporting on my participation submitted to management here at the National Defense University. The one available copy of the Notebook with explanatory materials is not attached. If there is interest in the Center's program on the part of your staff, I will be happy to send the additional documents to such individuals.
3. Knowing that the Agency has been seeking to refine its own techniques for dealing with change and for setting and achieving valid operational and related goals, I bring this activity to your attention. I do not believe, on the basis of this one exposure, that the Center has found a dramatically innovative and guaranteed method but some new, useful and provocative slants were obtained. It may be worth the modest expenditure involved to send a qualified officer to one of these three-day affairs.

Responsibilities for Academic Year 1978-79

4. I will be directing the Elective Course on Intelligence and the National Security Process. The syllabus has been extensively redesigned and rewritten. A copy will

be sent to interested Agency offices in due course. I have offered an Advanced Seminar on Key Intelligence Issues for next year's students with strong previous intelligence experience. If there are 8-12 applicants this Seminar will meet back to back with the more basic course.

5. In addition, I will be co-directing a two semester elective course on Critical Transnational Issues which will cover a wide spectrum of global problems from Population, Food and Technology Transfers to Nuclear Proliferation, terrorism and Human Rights. I believe that problems in this general category constitute a formidable element in the agenda of national security and strategy. The syllabus will be sent to interested Agency offices as soon as it is completed.
6. In the Spring semester I will introduce a new course at The National War College on Military Regimes. The course will cover how and why the military come to power, how they govern, how they lose or give up power, how and why the United States deals with military regimes and pay special attention to the military as a modernizing force in developing areas. Case studies will be used extensively.
7. I have been deeply involved during the past year in Curriculum and Methodologies Committee work. I am now collaborating on developing and managing the entire Fall Semester Core Unit on International Politics and Military Strategy. I will lead a Seminar group throughout this period.

Attendance at Oxford International Conference

8. I have been selected by the Commandant to attend this eighteenth annual conference held at St. John's College in Oxford, 9 through 21 July 1978. I plan to depart on 5 July and will return on 27 July, taking a few days leave on both sides of the conference dates. The subject is Arms and Men. Costs are being handled entirely by the National Defense University.

Visit to the C.I.A.

During the past year many C.I.A. officials came to The National War College and the Industrial College of the

Armed Forces to participate in seminars, present lectures, provide briefings. Small groups of people from the NDU/NWC complex went to the Headquarters Building for the same purposes. By and large, these events were successful and the impressions made by Agency officers were positive. The DCI did not address the combined College student bodies in our Distinguished American Lecture Series. I believe that the DCI should do so during the coming year.

We did not arrange a visit by the College(s) per se to Headquarters this past year. There was, quite frankly, too much turbulence during the fall season in personnel, administrative and policy/political areas to have confidence that a day in Langley would serve our purposes. Moreover, there was plenty of attention here to the intelligence factor in various elements of the course and through my own efforts. I believe that a visit in October or November 1978 is definitely in order and will make a specific proposal (dates, content, etc.) to that end shortly. High level participation by Agency management will be needed.

Convocation of Agency Faculty Assigned to Senior Service Schools

It seems logical and productive to arrange a one day meeting at some mutually convenient time, probably in August or early September, to permit exchange of experience and views among the various senior officers who will be on these faculties during the coming academic year. We should also share data (topics, speakers, readings) on courses on intelligence under our jurisdiction, identify with more precision the type of support we could all use from the Agency and, finally, discuss how we can help enhance the experience of Agency students at these establishments.


WILFRED D. KOPLOWITZ

Info Copy To:
Director of Training

THE NATIONAL WAR COLLEGE
Washington, D.C. 20319

NWIS

17 May 1978

MEMORANDUM FOR RECORD

SUBJECT: Attendance at Seminar on Constructive Change
8-10 May 1978

1. Pursuant to the NDU/NWC program for Faculty/Staff Research/Conference travel, I participated in subject activity held in Durham, New Hampshire at the Center for Constructive Change. The three day seminar attempts to demonstrate the virtues of looking at change (improvement) through the prism of end results rather than problem identification and problem solving. Its essential thrust rejects focus on methodology (strategies in Center parlance) and urges primary attention to goals (key result areas) set by personnel involved, backplanning (vice forward planning), benchmarks to measure progress and continuous feedback. While there are acknowledged similarities in this structure to Management By Objective (MBO) principles, the Center makes an elaborate point of identifying important differences. (See my notes in Summary section of attachment.)
2. Seminar participants came from several types of institutions and enterprises including industrial, commercial, educational, management consultant, governmental human (social) services and correctional organizations. The level was generally middle management with a few fairly senior vice-presidents. Most of the organizations represented had previously sent other, more senior executives who had been convinced by the Center's message and had initiated continuing exposure programs for their staff. There was a rather wide range of active participation; several extremely perceptive and articulate attendees contributed strongly to the discussions. While most illustrations and work problems seemed at first glance oriented to industry/business, pains were taken to show pertinence to all other kinds of human activity, especially in the educational area. (Note the brochure in Notebook attachment listing all organizations with which the Center has worked in the past.)

3. The format combines brief lectures, discussion, case studies, demonstrations, role playing exercises and many individual and small group exercises. The program is well organized and fully exploits the time available; the first day session extends to 10:00 P.M.

4. Frederick Jervis (Ph.D.) is the Center's founder and central figure. He is an unusual and interesting man, blinded totally in World War II, formerly a professor at various universities in several fields and an apparently successful management consultant. He is a sensitive man, a philosopher of sorts and an intellectually oriented (ideas interest him) practitioner who believes strongly that he has found at least one way to make individuals and organizations more effective and one key to understanding why they are often not now effective. He is assisted by a small, competent staff including his wife and a retired college professor (business administration). They know the routine and produce a smooth, low key, but assertive presentation.

5. I have attached copies of one or two handouts which illustrate what the Center is trying to say. Note the two planning matrixes for "start-up" and "on-going" projects. We used this format throughout the exercise applying it to various situations. The item on traditional versus constructive change sums up the Center's philosophy about change and asserts that most individuals' and organizations' current approach to change is reactive, ultra-conservative, fearful and downright counterproductive, i.e. it does not, in fact, produce the changes sought.

/ General Lobdell's and

6. I have attached, initially for Colonel Kattenbrink's perusal, a notebook containing the correspondence, workshop materials, handouts and notes received and taken by me during the seminar. To review them requires fifteen minutes (a quick scan) to forty-five minutes (a more careful reading). They reveal the essential content of the Center's approach to managing change and indicate to a degree how the Seminar works. Some of the finished charts were distributed after the group had spent time doing the exercise itself. (For Col Kattenbrink: Please forward the notebook to addressees who will be interested in these details. I have also attached additional copies of this memorandum in case you wish to share it with other officers not listed below.)

7. My summary impressions follow:

- a. The Center's basic thesis is not original in a theoretical sense. It is "common sense" and is

consistent with other management doctrine. However, translated into operations procedure and into a whole psychological mindset, the Center's program merits a closer look.

- b. The approach is consistent with current NDU management's desire for focus on results and on a measurable set of accomplishments in the experience here. A reading of the OBJECTIVES section in the 1979 Curriculum Guide suggests the difficulty of calibrating results at least at the moment of graduation. To execute the Center's particular methods it may be necessary to redesign the way we characterize Key Result Areas. (See Attachment). I am not certain that we can or should do this at The National War College, but it can be attempted at least experimentally if the Center's ideas are considered worthy.
- c. Whether or not the Center's management ideas are accepted in toto for application to the NDU complex itself, there are feasible applications of its approach to the management challenges to be faced by students (and faculty) in future assignments including both national security policy bureaucracies and straight line military field units. In my view, there are also some useful insights to be gained in terms of personal development which can be related to overall effectiveness in larger contexts. Hence, the Center's ideas may be useful in connection with our prospective unit in this area.

8. I recommend that Colonel Kattenbrink or some other member of the NDU Assessment Team attend a future Center seminar. Perhaps Lt. Col. Hruby (NWC) and appropriate ICAF representatives could also attend. Capt Lynn had reviewed the Center's brochure just prior to the May session with this possibility in mind. I personally benefitted from the experience and appreciated the opportunity. The NDU Assessment Team is in a better position to evaluate overall relevance to next year's Executive Development program. The Center staff is prepared to develop special programs and packages for institutions such as NDU and to conduct seminars in our house as well as their's.

9. The President of the NDU would find the Seminar interesting and relevant in terms of his quest for innovative and professional improvements in the NDU/NWC/ICAF program and his desire to get a handle on our sometimes elusive "bottom line."

10. I would be pleased to discuss the Seminar further with any reader of this memorandum either singly or in a group.

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as


WILFRED D. KOPLOWITZ
The National War College

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PREFACE

CHANGE. What single topic is of more interest today? People write books about change, deplore radical change, try to impose change, and spend millions of dollars forecasting the changes which will inevitably come. This poses a basic question: Are people victims of forces outside their control, or can they learn to manage change in such a way that they can improve themselves and their worlds?

Answers to this dilemma come from all sides -- from experts planning the environment, human relations groups, self-improvement movements, social scientists, genetic engineers, and many, many others. Everyone seems to have ideas about how to handle change. Magazine and newspaper articles dramatize the problems in the environment or in education, in government or in world affairs, in transportation or in the human condition. Much of this material is provocative or frightening. Some of it is even entertaining. But too often, such material is simply a redefinition of the same old problems. Rarely does it provide the tools or skills needed to make a difference. Indeed, the solutions proposed by the experts seem to promote ever-widening circles of reactive, regressive, and piecemeal change.

The Center for Constructive Change

Our purpose is to give you an alternative to this kind of change. The methods and techniques presented are elaborations of a model developed by Frederick M. Jervis, who founded The Center for Constructive Change in 1972. Under his direction, the Center has dedicated itself solely to understanding the nature of change and to teaching people how to bring about a different kind of personal, organizational, and institutional change. The Center for Constructive Change is a not-for-profit public institution. The staff has worked with educational, governmental, business, human service, and other organizations. Some of these organizations were experiencing severe problems of one kind or another. Others were well-functioning groups which nevertheless recognized that vast improvements could be made over the next ten to fifteen years.

The Center thesis is that all people can promote the changes they desire, and that it is possible to change in positive, mutually beneficial directions. The things that are happening today are products of what people have done, and what people are currently doing. Sometimes these conditions have been deliberately brought about. More often, however, the kind of results appearing in our governmental and other institutions, and also in people's personal lives, seem to be accidental outcomes or side-effects of the way people have gone about their business.

Why Change?

Many of us have long since grown dissatisfied with educational, religious, and political institutions. They no longer meet the purposes for which they were constructed, and most of them have proved incapable of changing themselves. Efforts to change within present institutional frameworks usually

fail. The choice sometimes seems to be either preserving outmoded and self-serving institutions, or destroying them entirely. Advocates of total destruction assume that the replacement will automatically be an improvement over what was destroyed. This has not happened.

Given some different tools and skills, however, people can make a difference. By asking a different kind of question and changing what they pay attention to, people can produce information which will provide them with a positive focus, and a different basis for making decisions. Instead of being reactive, they can become proactive.

The Seminar

Change implies choices and alternatives. Today many people feel as though they have very few choices or significant alternatives. This seminar should provide an alternative: knowledge about a new way to make change happen; to bring about improvement in public, private, and personal enterprise; and to rise above the problem-oriented approach which characterizes the change methods employed today. The world is human-made, and we believe that people can shape it in the directions they choose. Our intention is to introduce some unique change techniques which are appropriate for changing something as large as an entire institution or as small as a pet project, and to demonstrate these techniques through examples of ways in which both individuals and organizations have employed them in a variety of diverse situations. These applications are extremely practical. In addition, the ideas have theoretical and philosophical implications far beyond the techniques described.

There will not be any attempt to impose our change method on you. Each of you can choose freely. It is our responsibility both to demonstrate the differences between the usual change process and the Center alternative and also to point out the implications of each. By the time you finish the seminar, you should be able to see an alternative to the change methods you know about today and the consequences of each, so that the choice will be an informed one. Try out the principles; tailor the techniques and methods to the situations you have in mind. See for yourself the difference it makes.

PLANNING AND MONITORING RESULTS

1. PURPOSE

4. Where are you today in relation to each Key Result Area?	6. Backplan from target to present; set sequential benchmarks indicating progress. Consider how you will get feedback about actual results in each result area.	5. Set terminal date & target for improvement in each result.	3. Organize and consolidate into 3-4 essential result areas which must be completed to meet target date.
4. TODAY IN EACH RESULT AREA	6. TIME FRAME FOR MONITORING PROGRESS		5. DATE & TARGET
	Feed		
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PLANNING MATRIX

FOR A START-UP OR NEW PROJECT

2. If successfully completed by _____ what has to be in place?

BRAINSTORM 10-15 INDICATORS:

What's missing?

PLANNING AND MONITORING RESULTS

1. PURPOSE _____

PLANNING MATRIX

FOR AN ONGOING SITUATION

2. If purpose were achieved, ideally, what would be happening?

BRAINSTORM 8-12 INDICATORS:

4. Where are you today in relation to each Key Result Area?	6. Backplan from target to present; set incremental/numerical benchmarks indicating progress. Consider how you will get feedback about actual results in each result area.	5. Set date & target for improvement in each result.	3. Organize and consolidate into 3-4 key areas in which improved results would make the biggest difference for progressing toward purpose.
4. TODAY IN EACH KEY RESULT AREA	6. TIME FRAME FOR MONITORING PROGRESS		5. DATE & TARGET
	Feed		3. KEY RESULT AREAS
	Bench		
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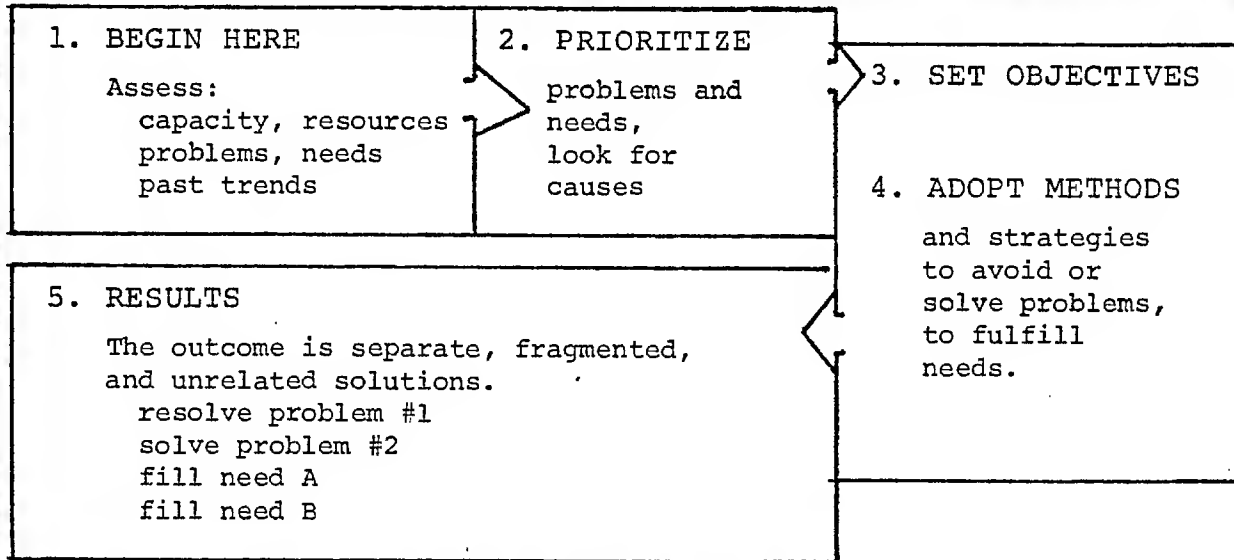
What's missing?

Two Ways of Changing

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TRADITIONAL CHANGE

CHANGING FROM: Change takes place within pre-set boundaries. Limits are imposed by other people, the nature of the business, chance, or present methodologies.



The future is an extension of the past; historical forces control the direction.

Change is reactive and piecemeal. Solving one problem often creates another.

People react, adapt, adjust, and cope in relation to what is taking place.

Goals and objectives are "realistic," based on assessment of resources, needs, and problems. The past and present define what is possible.

Institutions and organizations strive for stability, homeostasis, normality.

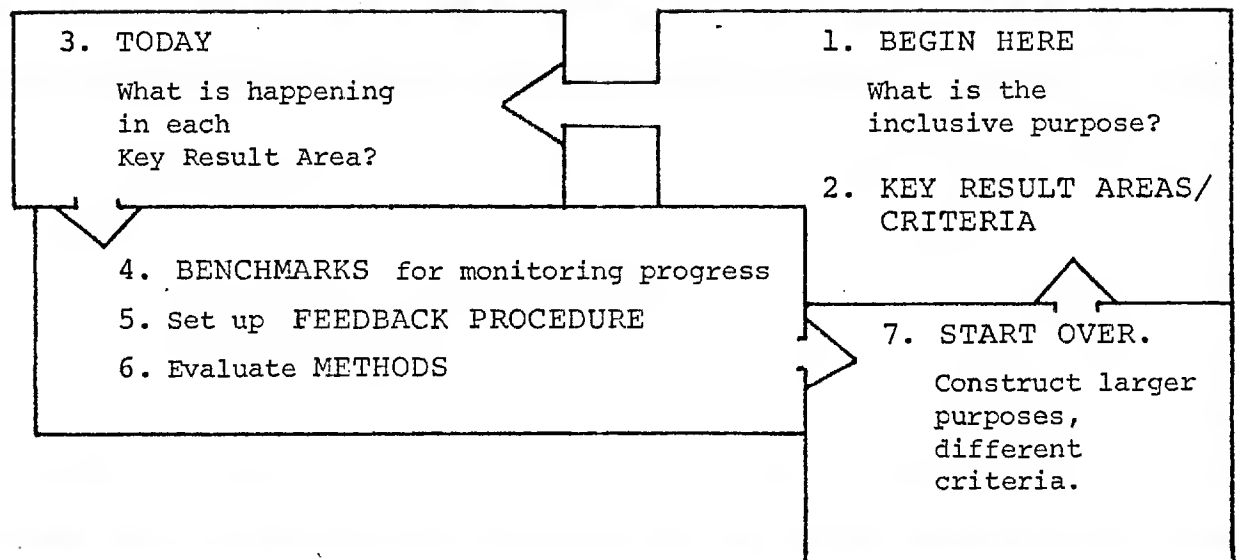
Change represents a loss. People can't give up the old, and they resist the new when they can't see where they are going.

Some Consequences

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CONSTRUCTIVE CHANGE

CHANGING TOWARD: Change is an opening up process. A clear documentation of the future gives forward direction and the criteria for progress.



The future is a construction designed by man. Purpose provides the direction.

Change is constructive, coordinated, and directed toward desired results.

People plan the desired results; they vary methods and procedures in order to progress in that direction.

Benchmarks or targets are incremental steps toward significant ideal results. Approximation assures continual improvement. The future defines the potential.

Institutions and organization welcome changes which permit them to serve their larger purposes.

Change represents a gain. It is possible to give up old ways when new directions are clear. Change is not threatening, for no one resists a clear gain.